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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 20 titles deal with a variety of topics, including the following: (1) psycholinguistic abilities in American Sioux Indian children; (2) cohesion in verbals of scientific and technical English; (3) teacher-child discourse interactions and the language of preschool hearing impaired children; (4) acquisition of word meaning by children with and without learning disability; (5) children's knowledge of advanced phonics rules; (6) variation in language use patterns across different group settings in two bilingual second grade classrooms; (7) effects of divorce and the consequent absence of one parent on the language development of nursery school children; (8) selected relationships between linguistic processing skills and reading; (9) metalinguistic awareness revealed in the classroom literacy learning discourse of culturally diverse first grade students; and (10) family literacy and the social context of learning to read and write. (RL)

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Language Use, Language Ability, and Language Development:

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Abstracts of the following dissertations are included in this collection:

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THE IDENTIFICATION, INTERPRETATION AND JUDGMENT OF FIGURATIVE LANGUAGE BY HIGH SCHOOL AND COLLEGE STUDENTS

Damron, Oscar P. Rex
PSYCHOLINGUISTIC ABILITIES IN AMERICAN SIOUX INDIAN CHILDREN: A CROSS-CULTURAL STUDY USING THE ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES

Davis, Betty Jean
A DESCRIPTION OF PLAY LEVEL AND LANGUAGE USE OF THREE-, FOUR-, AND FIVE-YEAR-OLD CHILDREN

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COHESION IN VERBALS OF SCIENTIFIC AND TECHNICAL ENGLISH

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THE USE OF FUNCTIONAL ANALYSIS IN LANGUAGE REMEDIATION

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PSYCHOLINGUISTIC BASES OF READING DISABILITY: A STUDY IN SENTENCE COMPREHENSION

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CHILDREN'S KNOWLEDGE OF ADVANCED PHONICS RULES

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Milk, Robert Dale
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SELECTED RELATIONSHIPS BETWEEN LINGUISTIC PROCESSING SKILLS AND READING

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PICTURE ARRANGEMENT AND SELECTED NARRATIVE LANGUAGE SKILLS IN LEARNING DISABLED AND NORMAL SEVEN YEAR OLD CHILDREN

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FAMILY LITERACY: THE SOCIAL CONTEXT OF LEARNING TO READ AND WRITE

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STRESS AND SALIENCE IN ENGLISH: THEORY AND PRACTICE

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WHAT PEOPLE SAY THEY DO WITH WORDS

THE IDENTIFICATION, INTERPRETATION AND JUDGMENT OF FIGURATIVE LANGUAGE BY HIGH SCHOOL AND COLLEGE STUDENTS

Order No. 8111349

CASHEN, GAIL L. K., PH.D. *Hofstra University*, 1980. 233pp.

It has been assumed that there is a clear distinction between literal and figurative language and, further, that figurative language is more complex and difficult to understand. This difficulty is thought to be the result of the syntactic, semantic, or contextual deviance of the language. Figurative language has been widely neglected as an object of serious study by linguists, psychologists, and educational researchers. Recently, however, studies of figurative language have been thought to be a way of understanding the human mind. Some investigations have resulted in the conclusion that figurative language is processed in a different way than is literal language, perhaps even requiring a second stage of processing after the initial literal stage has resulted in the recognition of anomaly. Unfortunately, these recent studies have generally been done with isolated, artificially-constructed, out-of-context language which is not representative of normal communication. Therefore, the conclusions of these studies cannot be generalized to continuous discourse.

This study was an attempt to determine whether fifty-two high school students, seventeen college students, and three college faculty members (acting as a group) could consistently identify words or groups of words as figurative in paragraph-length passages of contemporary fiction and non-fiction. Subjects were then asked to provide interpretations of the words or groups of words they had identified as figurative and to judge each word or group of words on a nine-point scale on the bases of familiarity, comprehensibility, figurativeness, and goodness.

Results. No word or group of words was identified as figurative by all seventy subjects, although three groups of words were identified by over 90 percent of the subjects. Twenty-two percent of the text was considered non-figurative by all subjects. There were large differences among subjects in the number of words or groups of words identified as figurative.

The interpretations were examined for patterns of responses and for errors. The analysis indicated that errors often seemed to be the result of a lack of background information rather than a lack of specialized processing skill.

Judgments of familiarity, comprehensibility, and goodness were positively intercorrelated ($p < .05$) whereas judgments of figurativeness correlated positively only with goodness ($p < .05$).

Implications. These data do not support the theory that there is a clear line between literal and figurative language. Subjects differed markedly from each other in their judgments of what was figurative. Yet there was a consensus that some words or groups of words were highly figurative and some words or groups of words were literal. A helpful model would be that of a continuum of language, ranging from language which is very literal (specific and unambiguous) to very figurative (requiring extensive inference). To comprehend text at *any* point along the continuum, the reader would need to have adequate background information and requisite linguistic and cognitive skills. It is this information and these skills which must be provided rather than any processing techniques unique to figurative language.

PSYCHOLINGUISTIC ABILITIES IN AMERICAN SIOUX INDIAN CHILDREN: A CROSS-CULTURAL STUDY USING THE ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES

Order No. 8100720

DAMRON, OSCAR P. REX, PH.D. *Kent State University*, 1980. 143pp. Director: Wilber D. Simmons

The following study reports Indian children's performance on the *Illinois Test of Psycholinguistic Abilities* in comparison to data from the original normative sample.

Indian students attending Loneman, Allen, and Oglala schools (1977-1978) at Pine Ridge, South Dakota, were administered the ITPA as a part of a larger ongoing research project. From this population a random sample of 288 students was selected. The sample was constructed so that 72 subjects comprised each of four chronological age intervals. These intervals were 5-0 to 5-11, 6-0 to 6-11, 7-0 to 7-11, and 8-0 to 8-11. Within an age interval, sex was balanced at four-month intervals. That is, there were equal numbers of males and females (12 each) from 5-0 to 5-3, 5-4 to 5-7 and so on, up to the last four-month division, 8-7 to 8-11. In total, 144 males and 144 females were included in this study. Indian aides were given 80 hours of training and practice in ITPA administration. All data were transformed into scale scores using tables in the revised ITPA examiner's manual.

The first question asked was is there an overall difference between the Indian sample and the ITPA norms? By summing the first 10 subtests a composite score was obtained. This one composite score represents an individual's overall performance on the ITPA. The Indian sample performed significantly lower overall on the ITPA than the normative group using this measure, $\bar{X} = 334.55$, $t = -7.89$, $df = 287$, $p < .01$.

The next question was which subtests were responsible in accounting for this lower overall performance by Indian children? If the Indian group did not differ significantly from the normative group their expected mean on any subtest (1-10) would be around 36. The Indian children had better performances on the Manual Expression, Visual Closure, and Sound Blending subtests, and poorer performances on the Auditory Reception, Visual Reception, Auditory Association, Visual Association, Verbal Expression, Grammatic Closure, Auditory Sequential Memory, Visual Sequential Memory, and Auditory Closure subtests.

A Sex by Age by Subtest (2 x 4 x 12) analysis of variance was used to test for changes in the profile shape as a function of sex and age variables. Slight performance differences on the subtests were found to be affected by sex, $F = 3.79$, $df = 1/280$, $p = .049$. In the analysis, however, this slight difference tends to accumulate over the subtests when they are considered together in one analysis. The result of this accumulation causes the overall significance to become inflated. Age differences greatly influence the level of performance on the ITPA, $F = 22.51$, $df = 3/280$, $p < .01$. The results show that the contour of the Indian profile remains relatively constant across age levels. The relative height of the profile, however, decreases as age increases. It appears that the psycholinguistic abilities of Indian children do not develop at the same rate as the population sample from which the ITPA was normed. A possible explanation of this finding is discussed in the last chapter.

In addition to the foregoing results for the research questions, this study found that (1) Sioux Indian children follow a pattern of ITPA data that researchers have reported to be characteristic of other minority groups in that the average scores tend to be lower than those for the dominant White middle-class population, (2) the earliest age group (5-year-olds) scored *above* the normative sample when only composite scores are inspected, but (3) they revealed three clear areas of skill deficit (Auditory Association, Grammatic Closure, and Auditory Closure), a result which supports the widely-held theory that children from lower socioeconomic backgrounds have lower Auditory-Verbal proficiencies than their Visual-Motor abilities thus perhaps causing their performance in conventional schools to be below expected norms.

A DESCRIPTION OF PLAY LEVEL AND LANGUAGE USE OF THREE-, FOUR-, AND FIVE-YEAR-OLD CHILDREN

Order No. 8111628

DAVIS, BETTY JEAN, ED.D. *Ball State University*, 1980. 187pp. Adviser: Dr. R. Ann Williams

The purpose of this study was to describe the relationship between language use and play level of three-, four-, and five-year-old middle socio-economic status children.

The subjects were sixteen children who attended preschool programs at a midwestern university. The sixteen subjects were randomly selected from a population of fifty-five children.

There were three age groups with approximately one-third of the subjects in each group. Half of the subjects were girls and half of the subjects were boys.

It was estimated seventy-five percent of the subjects had above average verbal ability, nineteen percent of the subjects had average verbal ability, and six percent of the subjects had below average verbal ability.

The socio-economic status of the subjects was determined through classification of parents' occupations.

The *Play Observation Instrument* (*POI*) and the *Language Observation Instrument* (*LOI*) were developed by the researcher. The *POI* included four levels of play developed by Smilansky: functional, constructive, dramatic, and socio-dramatic. Fifty play observations were recorded on the *POI*. The *LOI* included seven categories of language use developed by Tough: self-maintaining, directing, reporting, logical reasoning, predicting, projecting, and imagining. Fifty utterances were recorded on the *LOI* during play.

The data were analyzed for all subjects, for age groups, and by sex. Further, the data on the *LOI* were analyzed for language use in play situations. Narrative data were also presented.

The subjects engaged in constructive, dramatic, or socio-dramatic play during the free choice play periods observed. Levels of play were not highly related to age. Boys engaged in constructive and dramatic play most often, and girls engaged in socio-dramatic play most often.

The subjects used imagining language more than other language during the free choice play periods observed. Imagining language was used most often for reporting, directing, and logical reasoning. No clear sex differences existed for language use.

The house, climber, and block situations elicited the most language. Most frequently occurring language uses in this situations were imagining, directing, and reporting.

Imagining language during socio-dramatic play was the most frequently occurring relationship between language use and play level. Imagining language during dramatic play was next most often occurring, and third most often occurring was reporting language during constructive play or directing language during socio-dramatic play.

COHESION IN VERBALS OF SCIENTIFIC AND TECHNICAL ENGLISH

Order No. 8106296

FARRELL, MARY DOROTHY, PH.D. *Illinois Institute of Technology*, 1980. 270pp. Adviser: Dr. Mackie J-V. Blanton

The relationships among the descriptive terms of case grammar, the verb type model of Wallace Chafe (1970), and cohesion analysis were investigated by applying the analysis of each of these three models to 10 connected discourse samples of Scientific and Technical English. The occurring verb phrases in each of the samples were extracted and analyzed for participating case categories and verb types. On the basis of grammatical cohesive within and among the sentences, underlying verb phrases were constructed and then analyzed for participating case categories and verb types. The grammatical forms of active and passive were recorded as an indication of the potential of underlying verb phrases to more fully specify the meaning relationships within a text. The frequencies and percentages of occurrence of the major terms of each of the three analysis models were counted, and these counts were used as the raw data for a statistical correlation analysis of possible relationships.

The linguistic data showed that the grammatical cohesion category of *substitution and ellipsis* is the most frequently used technique in Scientific and Technical English for signalling the meaning relationships of a text through fuller specification of phrase groups. Four rules of *substitution and ellipsis* were proposed as being central to the construction of underlying verb phrases and as necessary for decoding the implied message units within the text. The statistical analysis supported the linguistic hypothesis that the terms of cohesion analysis, case grammar, Chafe's verb type model, and phrase structure grammar can be combined to form a composite model of analysis and description of connected discourse. A potentially strong relationship was indicated by a correlation coefficient of a least 0.7 between two terms. The terms were taken two at a time in successive pairings to assure that no linguistic bias would carry over to the statistical analysis. Predictable relationships were not included in the combined model. The results of the statistical analysis show that grammatical cohesion, especially the category of *substitution and ellipsis*, relates to the descriptive terms of case grammar, verb types, and phrase structure grammar.

Analysis and description of connected Scientific and Technical English requires both semantic (case categories and verb types) and syntactic (phrase structure grammar) notations. Cohesion analysis can provide the basis for combining the semantic and syntactic analysis of a text to show the correspondence meaning of the relations among the semantic and syntactic units.

THE USE OF FUNCTIONAL ANALYSIS IN LANGUAGE REMEDIATION

Order No. 8100603

FOSTER, GEORGIANA ELIZABETH, PH.D. *The University of Arizona*, 1980. 212pp. Director: James C. Chalfant

The purpose of the investigation was to examine the effect of training on the use of morphology and syntax of language delayed children. Performance with no instruction was compared to performance with two methods: (1) a Standard Remedial Instruction Approach and (2) the Individualized Instruction Approach. The intent was to determine if a standard method would be superior to no instruction; and then, if individualization of training procedures, based on a functional analysis of the child's approach to learning tasks, would facilitate progress over what might be achieved with the standard method. Finally, a follow-up test was done to check if skills were maintained.

Three language delayed children in a Primary Resource Classroom served as the subjects. A multiple baseline across subjects design was employed, with a sequential multiple intervention component added. Using each subject as his own control, his performance was compared across adjacent phases. Instructional phases were introduced to subjects in a staggered fashion rather than at the same time to test the power of each intervention.

The method chosen as the Standard Remedial Instruction approach was the Interactive Language Development Teaching method. The Individualized Instruction approach was devised from a functional analysis. Diagnostic teaching provided the means for doing the functional analysis, during which the child's responsiveness to varied stimulus, response, affective and cognitive dimensions of tasks was observed.

Performance under the different phases of the study was measured by experimenter-made criterion referenced tests on the specific language forms being taught. Each test required a degree of generalization since novel stimulus materials were used. Visual analysis of the data was facilitated by use of trend lines made by the method of least squares, to determine changes between phases. Trend lines of adjacent phases were compared in terms of level and slope.

The procedures described above yielded the following results: (1) All three subjects showed notable improvement in performance with Standard Remedial Instruction as compared to Baseline performance; (2) All three subjects displayed some improvement with Individualized Instruction over Standard Remedial Instruction, but by trend analysis, only one exhibited marked improvement; and (3) The performance of two subjects on follow-up testing was commensurate with the level of performance obtained during Individualized Instruction.

The findings of the study indicate that, within the context of the public schools, improvement in morphology and syntax of language delayed children is dependent upon the use of systematic language instruction. Provision of such instruction, and the establishment of more efficient screening procedures for identifying expressive syntax problems, therefore seem warranted. If a standard remedial instruction program does not seem to be effective, an individualized program may be needed. A functional analysis of the child's learning characteristics appears to provide a sound basis from which to develop an individualized program. Speech and language clinicians, thereby, could increase their effectiveness by learning to conduct a functional analysis.

The study further documents the promise of time-series research for use with a handicapped population. A public school system could use such a design to evaluate methods or programs. It would be relatively easy and inexpensive to conduct. A limitation of the particular design used for this study was that the effect of method two could not be separated from the effect of method one since it was always preceded by method one. An alternation of methods could alleviate the problem. A study of this type has minimal significance by itself but in a series can make a contribution.

TEACHER-CHILD DISCOURSE INTERACTIONS AND THE LANGUAGE OF PRESCHOOL HEARING IMPAIRED CHILDREN

Order No. 8105868

FOX, DAPHNE SOUTHARD, ED.D. *Columbia University Teachers College*, 1980. 278pp. Sponsor: Professor Ann M. Mulholland

The study was proposed to investigate both the linguistic relationship between adult and child utterances and the strategies involved in the process of interacting in order to determine some of the influences on discourse development in ten deaf children who were learning language orally. The children, ages 4;8 to 6;5, their four teachers, and two speech and language tutors were videotaped in dyadic exchanges between child and teacher and child and tutor. The adults were instructed to use normal language stimulation and were provided with toys and a sequenced picture story to use with each child.

An adaptation of the system of discourse analysis established by Bloom, Rocissano, and Hood (1976) was used to investigate the interrelationships among the utterances of the child and those of the adult. Each child utterance was analyzed first as being adjacent or nonadjacent to an adult utterance and second, if adjacent, for its contingency on the preceding adult utterance. Thus child utterances that followed adult utterances were analyzed to determine the children's ability to use the information in the adult input utterances to form their own messages. Adult reactions were examined to determine both contingency on the preceding child utterance and influence on child subsequent responses. Imitation was investigated for its role in discourse as were adult questions and child responses. Mean length of utterance (MLU) was used as a measure of comparison with two major groups identified, Group I (MLU 1.25-1.65) and Group II (MLU 1.87-2.46).

Less than one-fifth of the children's spoken language was spontaneous while topic-related child discourse, utterances that were contingent or imitative, comprised 71% of total child utterances. Differential responses to adult questions and nonquestions were apparent. There were more than five times as many imitative responses to nonquestions as to questions and approximately four times as many linguistically contingent responses to questions as to nonquestions. When the form of contingent responses was considered, it was found that it was easier for all children to *add* to the adult utterance than it was to *repeat and add*. It is evident that learning to respond contingently involves learning to respond to nonquestions by more than repeating and to questions by more than adding. Further, these findings strongly suggest that language learning for the hearing impaired children was dependent upon the form of the adult input message to an extent not found with hearing children.

The highest proportion of imitations for both groups was of the most recent adult word or words; however, Group II children imitated selectively for almost 50% of their imitations and more than twice as often as did Group I. It appears that the ability to imitate precisely does not lead to the development of more mature language. Rather, the ability to select constituents and constituent relations to imitate would seem to reflect increasing linguistic development.

The adults responded to the form and/or content of the child message 76% of the time that a reaction was possible. They appeared to be influenced by a child's overall communicative ability rather than by specific child utterance. Adult reactions influenced child subsequent responses only to the extent of the children's linguistic abilities. Function of adult questions and type of child responses suggest that learning to respond to Yes/No questions may be more difficult than responding to some *Wh* questions.

It is recommended that: (1) children with a range of hearing loss be included in research to establish the influences of both aided and unaided hearing levels on language development; and (2) procedures be developed for incorporating discourse interactive strategies into language programs for hearing impaired children.

THE EFFECTS OF WRITTEN, DICTATED, AND SPOKEN LANGUAGE ON PRODUCTION AND COHESION OF ADULT TEXT

Order No. 8104715

GOLDBERG, BERNICE ESTELLE COHEN, PH.D. *Northwestern University*, 1980. 262pp. Director: Dr. Gilbert Krulee

This research examined the effects of three communicative modalities (writing, dictating, and speaking) on both the production and structure of texts. Production factors which were measured consisted of time, number of words, and number of pauses. Structural aspects of text were comprised of lexical and grammatical cohesion factors (Halliday and Hasan, 1976). Lexical factors were represented by repetition, synonym, and collocation. Grammatical factors included reference-personal, demonstrative, and comparative, as well as conjunction-additive, adversative, and causal-temporal.

Eighteen first year students at Northwestern's School of Management were asked to prepare two samples of text in each modality. In the dictation mode subjects were given an opportunity to edit their spoken utterances after they were transcribed. Purpose and audience were held constant for each task. Tasks, modalities, and order were counterbalanced using a block randomization design. For each protocol two raters looked for lexical and grammatical cohesive ties between sentences in texts of approximately 150 words counted after the first sentence. For the production variables total texts were considered.

Results of the multivariate analyses performed on the data revealed that written texts required more time to complete than the dictated or spoken ones. More words were produced in dictation and there were more pauses than in the other two modalities. With regard to lexical and grammatical cohesive ties, the following results were obtained: (1) For written texts the predominant method of creating cohesion between sentences was through lexical ties, particularly synonyms and collocations. These types of lexical ties are also represented in dictating and speaking but to a much lesser degree. Repetitions were not significantly different for the groups. (2) Dictated texts required specific lexical and grammatical ties to create cohesion. The predominant type of grammatical tie was comparative reference, followed by personal reference. Edited versions of the dictated texts were not different except that there was a slight shift in the numbers of the dependent variables to approximate written text. (3) Spoken texts were characterized by almost equal reliance on grammatical and lexical cohesion devices. Grammatical ties tended to be additive conjunctions and personal references.

The general findings of this study indicated that when people are asked to create texts for different modalities, they vary the lexical and grammatical structure of sentences so that cohesion is maintained, but with distinct variations in language. In addition, the results of this study imply that people may be able to discern for which modality a given text was prepared by knowing the type and quantity of lexical and grammatical ties it contains. Since the purpose of all communication is comprehension, and since structure is an important factor in the creation of coherent texts, it may be concluded that people perceive their texts to be most comprehensible in a given modality by quantitatively and qualitatively altering cohesive ties between sentences.

PSYCHOLINGUISTIC BASES OF READING DISABILITY: A STUDY IN SENTENCE COMPREHENSION

Order No. 8103930

GOLDSMITH, SHARON C., PH.D. *City University of New York*, 1980. 193pp. Chairman: Professor Arthur Bronstein

This study explored the relationship between language and reading by providing information on listening and reading comprehension processes in normally achieving and reading disabled school age children. The study examines the language comprehension strategies reflecting competing views of language processing. These emphasized: (a) The influence of syntactic information within a transformational framework, (b) The influence of semantic constraints, and, (c) The influence of noun function and perceived temporal order of elements. In particular, the study examined the degree of comprehension difficulty (as predicted by these views) which children encountered when listening to and reading relative clause sentences.

One hundred and sixty reading disabled and normally achieving subjects from third and sixth grades manipulated toy objects to act out thirty-two auditorily presented and thirty-two visually presented relative clause and conjoined control sentences. The design of the study permitted study of the following effects on performance, the last three variables being

repeated measures: GROUP: normally achieving vs. reading disabled; GRADE: third grade vs. sixth grade; SYNTACTIC COMPLEXITY: six types of relative clause sentences; SEMANTIC CONSTRAINTS: reversible vs. non-reversible sentences; MODE OF PRESENTATION: listening vs. reading.

Using analysis of variance it was found that all main effects *except* mode of presentation are significant. Neither the reading disabled nor normally achieving groups displayed significant differences in reading comprehension as compared to auditory comprehension. Disabled readers exhibited a depressed ability in comprehending written material and an equally depressed ability in comprehending spoken material. Significant correlations between mean scores as well as major strategies used in listening and reading tasks were obtained. Duncan Multiple Range procedures provided significant rankings of sentence complexity which were consistent with performance predictions from a theory of sentence comprehension positing a strategy of assigning actor-action-object relationships based on perceived temporal order of elements. Chi square tests on proportions of strategy overuse confirmed group differences in patterns of strategy preference.

The research provided evidence to support previously developed theories concerning the view of language comprehension based on temporal ordering of elements and semantic cueing and demonstrated that such theories are relevant for visually presented information. Reading comprehension and language comprehension are parallel processes which are linked by a common method of representation. This link, on the level of sentence comprehension, is characterized by the use of identical comprehension strategies for facilitating syntactic analysis.

Reading disabled and normally achieving subjects had identical repertories of comprehension strategies available to them. Strategies used by younger children appear to be integrated in the repertory and reappear when complex material is presented. Reading disability was demonstrated to be related to a bi-modality deficit in the ability to appropriately select or utilize strategies from this repertory. The reading disabled subjects demonstrated increased use of nonefficient and immature strategies suggesting the need for further research on the role of maturation as a factor in reading disability. Comprehension problems of reading disabled subjects reflect greater difficulty in ordering of elements than in utilizing semantic information. This suggests that two sentence comprehension systems operate utilizing and integrating aspects of both systems. Implications for a theory of language acquisition and instructional practices are presented.

ACQUISITION OF WORD MEANING BY CHILDREN WITH AND WITHOUT LEARNING DISABILITY Order No. 8102235

HARRIS, WILLIAM MATEER, PH.D. *The University of Arizona*, 1980. 154pp. Director: Samuel A. Kirk

This study compares the performance of unilingual normal, unilingual learning-disabled, bilingual normal, and bilingual learning-disabled groups of children from 8 to 11 years of age on acquisition of word meaning tasks. The tasks were derived from the Re-cognition Function Level of Kass's theory.

Initial subject selection involved using teacher judgments and an examination of school files to determine the presence of learning disability. Bilingual linguistic background was determined by teacher and parental judgments and by ability in verbal conversation to achieve a criterion of approximate equivalence between English and Spanish. Four groups of at least 15 subjects each were established, reflecting linguistic background (unilingual, bilingual) and presence of learning disability (learning-disabled, normal). Final assignment of subjects to learning-disabled and normal groups was verified by the administration of four tests and a discriminant analysis of the results.

Five experimental tasks involving the acquisition of word meaning were devised and administered to the subjects. These tasks were: Task 1, Word Classification; Task 2, Word Class Labeling; Task 3, Verbal Analogies; Task 4, Synonyms and Antonyms; and Task 5, Creative Language. Task 5, Creative Language, consisted of Parts A (written) and Part B (verbal). An Abstract-Concrete Scale score and a Words per Sentence score resulted from both Part A and Part B.

The results of the study were as follows: (1) Learning-disabled subjects, regardless of linguistic grouping, scored significantly lower than normal subjects on the Word Classification, Word Class Labeling, Verbal Analogies, and Synonyms and Antonyms tasks. They also scored significantly lower than normal subjects on the Creative Language Task Part A (written) and Part B (verbal), Abstract-Concrete Scale. No difference was present on the Creative Language Task, Part A (written) and Part B (verbal), Words per Sentence. (2) Bilingual subjects, regardless of the presence of learning disability, scored significantly lower than unilingual subjects on the Word Class Labeling and Verbal Analogies tasks. They scored significantly higher than unilingual subjects on the Creative Language Task, Part A (written), Words per Sentence. (3) Younger subjects scored significantly lower than older subjects on the Word Classification and Verbal Analogies tasks and on the Creative Language Task, Part A (written) and Part B (verbal), Abstract-Concrete Scale. (4) No significant interaction effect (presence of learning disability x linguistic background) was obtained on any of the tasks.

The results of this study support these conclusions. First, children labeled as learning disabled have skill deficits in acquiring word meaning, with the qualification that measures of the quantity of language production do not consistently correspond to measures of the quality of language production. Second, bilingual children may appear to display deficits in the acquisition of word meaning if task selection in the secondary language (English) does not take practice factors into account. However, bilingual learning-disabled children display these deficits in both primary and secondary languages. Third, skill in the acquisition of word meaning improves across the age span of 8 to 11 years regardless of the presence of learning disability.

A DESCRIPTIVE METHOD FOR CHILD LANGUAGE DISABILITY: THE FORMAL SEMANTICS, LOGIC, AND SYNTAX OF SMALL LANGUAGES Order No. 8101351

KULIKOWSKI, STAN, II, ED.D. *University of Massachusetts*, 1980. 251pp.

This is a case study of the language abilities of five people. They each present a different problem for methods of analytic description and grammar construction. The major goal is to present a formal treatment of language disability, but some formal improvements in early child language are necessary along the way. The basic data are complete verbatim transcripts in most of the case studies. Four transcript samples of a young girl, aged 23 months, are presented to study the developments over a month of early syntactical phrase structures. The stable abilities of four adolescents are studied: one to illustrate details of transcriptional method; another to represent a language delay; another for a simple disorder; and the last may be a complex disorder or perhaps a language deviation.

The formalization of early child language and disabilities given herein primarily concerns the relationship between syntax and semantics. The lack of formal pragmatics is noted, although a few involvements with intensional logic and specified set-theoretical models are suggested. The grammatical analysis is defined upon an arbitrary artificial language, and two fragmentary samples from published literature also are given to illustrate the earlier formal treatments with pivot grammar and also transformational phrase structure.

Like these earlier formal treatments, this study attempts to place empirical data within a systematic theoretical structure. In the manner of scientific advancements, this descriptive method accounts for all of the data which were the basis for the earlier formal treatments; provides a principled description for previous systematic counterexamples; and introduces new phenomena which were unobserved or even denied before this research. The integration between context-free phrase structure and model-theoretical semantics in generative grammar is found to be well-principled on the grounds of application to early child language and disability.

CHILDREN'S KNOWLEDGE OF ADVANCED PHONICS RULES Order No. 8112256

LORITZ, DONALD J., ED.D. *Boston University School of Education*, 1981. 101pp.

Many children apparently have difficulty decoding polysyllabic words and acquiring polysyllabic vocabulary. Observations of poor-reading adults suggested children's problems could be centered on stress assignment. Chomsky & Halle developed principles for English stress assignment in *The Sound Pattern of English* (SPE, 1968). Despite some psycholinguistic evidence relating SPE-type rules to reading, the consensus was that SPE rules were too abstract to relate to children's performance. But Dickerson (1975 et seq.) was able to reformulate SPE rules into simpler rules which are here considered as examples of 'advanced phonics rules'. This study explores the nature of such advanced phonics rules, especially as described by Dickerson and as they might specifically relate to reading and stress assignment in the decoding of polysyllables. Secondary issues addressed are identification of other linguistic tasks to which APRs might be relevant, and investigation of the time and manner in which APRs are acquired.

Fifty-eight fifth graders and fifty-three second graders from three different speech communities were studied. Fifth graders were tested for their ability to orally read (decode) real and nonce polysyllables, and for

their ability to recognize written and spoken polysyllables. Second graders were tested to measure the prereading aural polysyllabic vocabulary of each community.

Results indicated that fifth graders reading between the fourth and eighth grade levels change from a 'left-to-right' elementary phonics decoding strategy to one employing 'right-to-left' advanced phonics rules similar to Dickerson's. Acquisition of such advanced phonics rules was found to be correlated with standardized measures of Vocabulary, Spelling, and Reading Achievement. Second grade results provided weak evidence that achievement in all these areas may be facilitated by prereading exposure to polysyllables.

Finally, recommendations are made for reading instruction and further research.

A DESCRIPTIVE STUDY OF COMMUNICATION MODES AND PRAGMATIC FUNCTIONS USED BY THREE PRELINGUISTIC, PROFOUNDLY DEAF MOTHERS WITH THEIR INFANTS ONE TO SIX MONTHS OF AGE IN THEIR HOMES

Order No. 8102121

MAESTAS Y MOORES, MARIA JULIANA, PH.D. *University of Minnesota*, 1980. 121pp.

Investigations into hearing mother-infant interacting indicate that the infant is exposed to maternal language differing from that directed to older hearing children and hearing adults. Processes of simplification and clarification have been documented which may contribute to the infant's affective and cognitive development.

The present study was designed to investigate the communication modes and pragmatic functions used by prelinguistic, profoundly deaf mothers in their communications with their infants from one to six months of age. Three mothers were videotaped at one-month intervals under natural home situations such as bathing, feeding and playing. Sentence-types were categorized into the following affective function: Phatic. Sentence-types were also categorized into the following cognitive functions: (1) Report, (2) Directive, (3) Question, and (4) Performative. Sentence-types were assigned to the following communication modes: (1) Sign Alone (SA), (2) Sign Plus Mouthing (SM), (3) Sign Plus Voice (SV), (4) Voice (VA), (5) Mouthing Alone (MA), (6) Fingerspelling Alone (FA), (7) Fingerspelling Plus Mouthing (FM), (8) Fingerspelling Plus Voice (FV), (9) Signing on the Infant's Body (SB), (10) Physical Guidance of the Infant through Sign (PG), and (11) Mixed--which includes sentence-types with more than one of the above modes. Data was provided in tabular form providing total number of sentences and percentages for each communication mode and each pragmatic function at each month for each mother separately. These percentages were presented in graph form for each mother for each month separately. Aggregate graphic and tabular data across the six months were presented for each mother separately.

The questions investigated were: (1) what pragmatic function does the communication of profoundly deaf mothers to their infants serve over time? (2) what communication modes do profoundly deaf mothers use with their infants over time? (3) is there an interaction between the communication modes and pragmatic functions that profoundly deaf mothers use with their infants over time? (4) do the three profoundly deaf mothers use similar communication modes and pragmatic functions with their infants over time.

The results indicated that, although there was individual variation, the deaf mothers used affective and cognitive components in their communication with their infants from one to six months. The affective component was represented by a Phatic function and the cognitive component by Report, Directive, Question and Performative functions. For each mother, Reports constituted the most commonly used cognitive component with infants up to six months of age.

There was some individual variation in percentage of use and rank order of frequency for communication modes, but each mother used three communication modes predominantly. These were Voice Alone, simultaneous Sign Plus Voice, and Mixed Sign Plus Voice modes. The data indicated that there was an interaction between pragmatic function and communication mode. The Phatic function was related primarily to Voice Alone. When the mothers expressed cognitive functions, they relied more heavily on the use of Sign Plus Voice or Mixed modes of communication.

No major changes in pragmatic function or communication modes were noted over time. Although there was monthly variation for each mother for some modes and functions, the variations formed no clear-cut pattern. Results from month one through month six were consistent for each mother.

The results suggest that prelinguistic, profoundly deaf mothers use affective and cognitive functions in their communication with infants from one to six months of age. This is accomplished through manual and oral language systems used in a complementary manner.

VARIATION IN LANGUAGE USE PATTERNS ACROSS DIFFERENT GROUP SETTINGS IN TWO BILINGUAL SECOND GRADE CLASSROOMS

Order No. 8103536

MILK, ROBERT DALE, PH.D. *Stanford University*, 1980. 154pp.

The purpose of this study was to obtain indepth descriptive information on the language use patterns of students in two bilingual second grade classrooms. The focus was on variations in language use across different group settings. Students in the two target classrooms were divided into three groups: (1) Spanish dominant, (2) "balanced bilingual" and (3) English dominant. Assignment to groups was based on results from the Language Assessment Battery, administered to students by the school district during the first two weeks of school. Four pupils from each group (two male and two female) were randomly selected to participate in the study. Group settings were defined in reference to two criteria: (1) group size (large group vs. small group), and (2) instructional mode (teacher-directed mode vs. individual work mode).

The investigator was present in the two classrooms as a non-participant observer over a ten-week period. An initial stage of intensive observation served to familiarize him with the group settings in which interaction took place. Data collection involved audio recording the 23 participating students for a full school day. A vest containing a wireless microphone in an inner pocket was worn by students throughout the day on which they were recorded.

Three criterion variables were examined. The first involved "amount of talk" in the two languages of the classroom. The second variable was "complexity of language," obtained by performing a T-unit analysis of student utterances. The third aspect of language use examined--"language functions"--focused on the uses to which the two languages of the classroom were put.

The data analysis approach used was to impose the two 2 x 2 x 3 post hoc designs on each criterion variable. Both between-class and within-class differences were examined. Because of the small sample size and the quasi-experimental nature of the designs group means were compared to overall standard deviations to determine "effect size." The strategy followed was to identify effect sizes that were in the medium or high range (i.e., greater than .50) in order to discover patterns which, when combined with observational data, provided insights into student language use that were of pedagogical significance. When comparisons were made between classrooms, a t-test was performed to determine if differences between group means were statistically significant. When comparisons were made within classrooms, tests for statistical significance were not performed due to the small sample size.

The data analysis revealed differences in student language use patterns both between and within classrooms. Significant differences were found between classes in amount of talk by students in their dominant language. In addition, the classroom which had the most student talk also had more complex student utterances, as well as more balanced functional allocation of Spanish and English.

Within-class differences were found among the three language dominance groups. "Balanced bilinguals" used their weaker language more than the other students. Although none of the students used their weaker language to as great an extent as expected, they did use it for a wide variety of functions.

Within-class differences were also found across group setting. In both classrooms there was more talk in the small group than in the large group setting, and a broader range of speech acts during individual work than during teacher-directed instruction.

The lack of language use in the students' weaker language raises some question as to whether program goals of dual language development are being adequately met. It is suggested that teachers need to develop grouping strategies that encourage interaction among students from different language dominance backgrounds. The fact that group setting had an effect on language use patterns suggests that decisions made by teachers with regard to grouping strategies can have a direct effect on student language use. The results suggest that small group settings may provide a particularly favorable context for language use. The results from this study should serve to generate hypotheses related to the impact of language use patterns on both language development and on the transmission of knowledge. This research agenda can provide valuable assistance in identifying factors which may contribute to more effective bilingual instruction.

EFFECTS OF DIVORCE AND THE CONSEQUENT ABSENCE OF ONE PARENT ON THE LANGUAGE DEVELOPMENT OF 3-5 YEAR OLD NURSERY SCHOOL CHILDREN Order No. 8104263

MOFIDI, FARKHONDEH, PH.D. *The Florida State University*, 1980. 134pp.
Major Professor: Belen C. Mills

This study was conducted to determine the effects of divorce on the expressive and receptive language development of 3-5 year old nursery school children. Independent variables were: parental absence, duration of divorce, educational level of parents, family size, sex, and income level of families. The dependent variable was language development (expressive and receptive).

The sample for the study consisted of 70, 3-5 year old nursery boys and girls (30 from divorced and 40 from non-divorced families) who were randomly drawn from four randomly identified nursery schools--one from each geographical area--among the population of 65 public and private nursery schools of Leon County, Florida, during the 1979-80 school year. A questionnaire developed by the investigator was administered to the parents of participating children to seek information regarding the children's family background. Two language tests designed to measure receptive and expressive responses of children were administered to each child. These instruments were: (a) *Carrow Elicited Language Inventory* (C.E.L.I.) as an expressive test and (b) *Test for Auditory Comprehension of Language* (T.A.C.L.) as a receptive test.

Multiple linear regression (MLR) was utilized to explore the hypotheses of the study. A significant level for rejecting the null hypotheses was set at $\alpha = 0.05$. The results were as follows: (1) There was a statistically significant difference between the receptive and expressive language of children from divorced and non-divorced families. Children from non-divorced families scored consistently higher in both receptive and expressive tests than children from divorced households. (2) Related to sex as a variable, no significant difference was found between receptive and expressive language of boys and girls from divorced families. Further investigation, however, showed that receptive and expressive language scores of girls from intact families were significantly higher than the expressive and receptive language scores of girls from divorces families. (3) The overall test showed no statistically significant difference between family income and the receptive and expressive language of children. But simple main effect showed that children who come from homes with incomes of $12,000-$17,999 (level 3) had significantly higher scores in receptive and expressive language than children whose family income was $0-$5,999 (level 1). (4) There was no statistically significant difference between family size and the receptive and expressive language development of children. But a statistically significant difference was obtained at $\alpha = 0.1$. (5) There was no statistically significant difference between the receptive and expressive language development of father-absent and mother-absent children due to divorce. (6) There was no statistically significant relationship between the receptive and expressive language of divorced families' children and duration of divorce. (7) There was no statistically significant difference between the educational level of divorced parents and the receptive and expressive language of their children.

SELECTED RELATIONSHIPS BETWEEN LINGUISTIC PROCESSING SKILLS AND READING Order No. 8112264

OPPENHEIM, PHYLLIS ARNOLD, ED.D. *Boston University School of Education*, 1981. 91pp.

This study investigates the relationship between oral language skills and reading. Three research questions were explored: Are there performance differences between two selected research groups on an experimental measure of linguistic processing skills? When experimental measure and measure of reading scores are compared, are there significant measurable relationships between linguistic processing skills and reading skills? Were scores on the reading test (post-test) predicted by scores on the linguistic processing skills test (pre-test)?

Two research groups of twenty-three children each were established, with selection based on individual *Metropolitan Readiness Tests* scores. The groups were pre-tested using the Informal Inventory of Linguistic Skills, an experimental measure developed for the purposes of this study, and post-tested after approximately five months, using the reading section of the *Stanford Achievement Tests*.

There were three major results: (1) the statistically significant Inventory differentiation between the two groups tested, (2) a strong probability that a substantial relationship exists between particular linguistic processing skills and reading, and (3) evidence that two of the linguistic processing skills may have value as predictors of reading performance.

PICTURE ARRANGEMENT AND SELECTED NARRATIVE LANGUAGE SKILLS IN LEARNING DISABLED AND NORMAL SEVEN YEAR OLD CHILDREN Order No. 8104757

PODHAJSKI, BLANCHE RITA, PH.D. *Northwestern University*, 1980. 186pp.
Chairperson: Doris J. Johnson

The study was designed to investigate the abilities of normal and learning disabled children to accurately sequence picture stories following the administration of three different intervention strategy conditions: (1) visual demonstration (modeling) by an adult--nonverbal other-regulation; (2) verbal storytelling by an adult--verbal other-regulation; (3) verbal storytelling by the child--verbal self-regulation.

The language of narration of normal and learning disabled subjects who told stories aloud while looking at picture sequences was also studied. Particular attention was directed towards frequency of use of introductory referring forms along a continuum of definiteness: (1) Level I: referring forms which maximally structure the story situation, e.g., *a* plus the noun; (2) Level II: referring forms which moderately structure the story situation, e.g., *the* plus the noun; (3) Level III: referring forms which minimally structure the story situation, e.g., personal pronouns and zero anaphora.

The subjects' verbal productivity and the quality of word selection during oral storytelling were also investigated. The language of all normal and learning disabled subjects was analyzed on the posttest. In addition, the language of the six normal and six learning disabled subjects in Condition 3 (verbal self-regulation) during self-verbalizing condition (phase II) and posttest (phase III) was studied.

A group of 18 normal and 18 learning disabled children ranging in age from 7 years 0 months to 7 years 11 months participated in the three phases of this experiment: pretest, strategy intervention condition, and posttest. Each child was presented with nine picture stories, each five picture cards long. Three picture stories were presented during each experimental phase. All subjects had failed at least one of the three picture stories on pretest and were then randomly placed in one of the three intervention conditions. Posttest administration followed. Picture stories were controlled for difficulty level within the three phases of the experiment.

Results of nonverbal storytelling indicated that while both learning disabled and normal children improved on picture arrangement tasks when adult assistance was provided, there were no significant differences in performance between groups as a function of intervention strategy condition. The nature of the adult intervention did not significantly alter the performance of either the normal or learning disabled children.

Results of the verbal storytelling component of this research indicated that while normal and learning disabled children used approximately the same number of referring forms during their oral narratives, the type of referring form chosen varied. It was also found that for the main effect of story difficulty level, use of introductory referring forms differed between the groups as stories changed in difficulty. Results further revealed that while approximately the same number of words were used by normal and learning disabled subjects per story, normal children used a slightly greater number of nouns. Verbs and transition words were used approximately equally by both groups. Word choices selected by normal and learning disabled children were also similar.

It was hypothesized that some learning disabled children do not possess sufficient metalinguistic skills to use the language of narration efficiently while normal children may use their metalinguistic awareness to produce more sophisticated verbal narratives. Thus, normal learners used a greater number of Level I referring forms and nouns to maximally structure the story situation for the listener even when extralinguistic picture cues did not necessitate their use.

Comparative results of use of introductory referring forms and verbal productivity between phase II (condition) and phase III (posttest) provided evidence that learning disabled children used fewer Level I referring forms, total words per story, nouns and verbs in both phases. Differences between phase II and phase III were striking in that significantly fewer Level I referring forms, total words per story, nouns and verbs were used in phase II, suggesting that the act of nonverbal organization by the child in conjunction with oral storytelling reduces the number and sophistication of referring forms and verbal productivity, particularly for children with learning disabilities.

METALINGUISTIC AWARENESS REVEALED IN CLASSROOM LITERACY LEARNING DISCOURSE OF CULTURALLY DIVERSE FIRST GRADE STUDENTS: LANGUAGE THROUGH THE LOOKING GLASS

Order No. 8100242

SANDERS, TOBIE SIGALL, PH.D. *The Ohio State University*, 1980. 194pp. Adviser: Professor Johanna DeStefano

The purpose of this study was two fold: (1) to describe the metalinguistic awareness of three culturally diverse first grade boys and (2) to examine the relationship between evidence of metalinguistic awareness and success in classroom literacy learning. Literacy learning discourse and two sets of interviews were analyzed for evidence of metalinguistic awareness. One set was conducted by the researcher and one set by a five year old male. Success in literacy learning was displayed via construction of a profile which combined teacher evaluations, results on reading series criterion tests, Clay's *Concepts About Print Survey, Sand,* (1972) Clay's (1972) written language evaluation scale, and observed classroom literacy behavior.

This descriptive research effort was based in a first grade classroom in a recently desegregated urban school. The literacy learning discourse that occurred between and among an experienced first grade teacher from the mainstream culture and three of her male students, one each from the mainstream culture, Appalachian culture, and inner-city Black culture, was collected via the use of audio and video tapes.

The Mehan (1979) discourse analysis format was utilized to display teacher and student subject turns in discourse. Clark's (1977) points of metalinguistic awareness evidence from "What Children Say and Do" was used to analyze evidence of metalinguistic awareness in literacy learning discourse. Both instructor conducted and near-to-peer conducted interview responses were utilized as descriptive data, and were, therefore, summarized for each subject.

Interpretation of the data yielded the following answers to the research questions addressed in this study.

In the classroom context of this study, metalinguistic awareness was reflected in literacy learning discourse.

Metalinguistic awareness was evidenced differently in classroom literacy learning discourse and interview procedures. These differences related to range of metalinguistic awareness, specific areas of metalinguistic misconceptions, and awareness of pragmatic rules for language use in the classroom.

Differences in evidence of metalinguistic awareness were evidenced by the Appalachian, inner-city Black, and mainstream cultures. The differences, however, did not follow the differences anticipated on the basis of cultural differences.

A mismatch existed in the nature of metalinguistic awareness demonstrated by the subjects to be operant for them in literacy learning and the aspects of metalinguistic awareness demonstrated by the teacher to be operant in literacy learning instruction. This mismatch concerned concepts of words and letters, aspects of the Language Instruction Register, and the relationship of synthetic phonics to reading.

Each of the individual subjects demonstrated increased evidence of metalinguistic awareness in classroom discourse as they progressed in becoming literate. However, the subject having the lowest literacy success profile displayed evidence of a high level of metalinguistic awareness, while the subject with the highest level of literacy success displayed specific areas of metalinguistic confusion, as did the subject with moderate to low literacy success. A complex relationship, therefore, apparently exists between metalinguistic awareness and literacy learning.

A degree of resolution is offered to the question of whether metalinguistic awareness is a prerequisite, facilitator, or result of successful literacy learning and suggestions are made for future directions for study in this field.

FAMILY LITERACY: THE SOCIAL CONTEXT OF LEARNING TO READ AND WRITE

Order No. 8111533

TAYLOR, DENALENE, ED.D. *Columbia University Teachers College*, 1981. 309pp. Sponsor: Professor Herve Varenne

In a three-year study (1977-1980) of family literacy an attempt was made to develop systematic ways of looking at reading and writing as activities which have consequences in and are affected by family life.

Six families participated in the research, and at the time of their entry into the study, one of the children in each of the families was considered by their parents to be successfully learning to read and write. The fieldwork began in September 1977 with a single family, and gradually, as the study progressed, further families were invited to participate, until in December 1978 six families were actively involved in the research endeavor. As the research proceeded and new families were sought, theoretical sampling procedures were employed and, so that the notion of comparability could be established, familes were selected that, although differing with respect to education and religious affiliation, might generally be described as white middle class, living in suburban towns within a 50-mile radius of New York City.

In research of this kind, it would seen that the task of the researcher is to become privy to the many learning experiences which are a part of the very fabric of family life; and that the insights to be gained are directly related to the developmental frameworks which are sensitive to the unique complexities of the institution that we call "family." Thus, throughout the several years of the study, a variety of data collection procedures were employed, including traditional ethnographic techniques, and new approaches to data collection were constantly sought, with the families themselves actively participating in this endeavor.

A separate file was maintained for each of the families which contained verbatim transcriptions of the audiorecordings, field notes, and examples of the written artifacts found in each home, as an attempt was made to capture the distinctive richness and originality of the individual families. In addition, much of the data, together with interpretive comments, were transferred to a series of index cards which were filed according to the themes and categories derived from the data. As the data were examined, new questions constantly emerged, and these were then explored with individual members of the families, until in a very real sense data collection and analysis became interrelated phases of a single process, and verification changed in complexity as it became part of the process of discovery.

As the study progressed and new interpretations of family literacy were developed, two interrelated perspectives emerged which are considered of importance to the understanding of children's acquisition of literacy skill and values. The first perspective was of the ways in which from a very young age, the children actively constructed the functions of written language. The focus of their attention was not the print per se but the accomplishment of the social organization of their everyday lives, and print was one means of facilitating that accomplishment. The second perspective that developed was of the ways in which the children's awareness of written language forms evolved from the socially significant activities in which they were engaged, until as they reached school age, the very nature of print gained significance in their lives.

It is within the context of these two perspectives that it is emphasized that the children learned of print on a social level as interpersonal processes of functional utility in their lives, *before* they learned of it on an individual level as an intrapersonal process. The question is raised of whether educators can seriously expect children who have never experienced, or have limited experience of reading and writing as complex cultural activities, to successfully learn to read and write from the narrowly defined pedagogical practices of our schools.

STRESS AND SALIENCE IN ENGLISH: THEORY AND PRACTICE

Order No. 8029612

THOMPSON, HENRY SWIFT, JR., PH.D. *University of California, Berkeley*, 1980. 201pp.

This work is concerned with various aspects of English prosody. On the practical side, a notational system and transcription methodology are proposed, and the results of an experiment to test their efficacy are reported. On the theoretical side, a formal model of that part of the speech production process which is concerned with prosody is presented.

Both the theoretical and practical sections of the work are founded on a relational, rhythmic approach to the manifestation of stress in English utterances. The transcription methodology is directed at notating the division of utterances into a succession of tone groups, each made up of rhythmic feet. Prosodic phenomena involving pitch are divided into two classes: tonal excursions and kinetic tones.

In an experiment to test this methodology, four subjects transcribed a 130 second monologue six times. Analysis of the results shows good agreement about the division into tone groups and feet, and about the location of kinetic tones, but less agreement about the nature of the kinetic tones, and about tonal excursions.

Using the consensus foot structure of the monologue which emerges from the experimental results, the hypothesis of the isochronic or stress-timed nature of English is investigated. No support for the hypothesis is found. Rather, a simple feature model based on whether a syllable is or is not first in a foot, and whether or not it is followed by a pause, is shown to provide a much better account of the duration of syllables.

A framework for a stage model of the speech production process, from concept to utterance, is proposed. The sub-stage of this model which divides an utterance into feet, called the footmaker, is described in detail. Variation of the possible divisions into feet of an utterance is attributed to various phonological syntactic, semantic, and contextual factors. An inventory of features which encode these factors and of rules which operate in terms of these features is presented.

Finally, the model of the footmaker is applied to the consensus foot structure of the monologue, and the feature markings necessary to account for that structure are presented and discussed.

WHAT PEOPLE SAY THEY DO WITH WORDS

Order No. 8029621

VERSCHUEREN, JOZEF FRANCISCA, PH.D. *University of California, Berkeley*, 1979. 308pp.

In order to gain insight into any form of social behavior a researcher can either operate with a preconceived framework of abstract and general concepts (the theoretical approach) or he can attempt to penetrate the conceptual space that the participants in the action associate with it (the empirical-conceptual approach). An actor's conceptualization of his own actions can only be studied indirectly, for instance by scrutinizing the ways in which he talks about his actions or, on a higher level of generality, the ways in which his language allows him to talk about them such as the lexical items at his disposal (the lexical approach). It is argued that linguistic action has almost exclusively been studied theoretically (e.g. in Austin's and Searle's speech act theory and most of the linguistic studies based on it). A lexical approach to linguistic action, i.e. the comparative study of the lexical items which speakers of different natural languages have at their disposal to talk about linguistic action, is proposed as a supplement to the earlier theoretical investigations and as a possible empirical basis for the study of universals of linguistic action. Such an approach is defended in the first chapter.

The second chapter deals with the problems of lexical semantics involved in analyzing verbs and verb-like expressions used to describe linguistic action (the so-called linguistic action verbials). The remainder of the dissertation consists of a number of sample studies in which relatively small portions of the Dutch and English sets of linguistic action verbials are compared. The selected areas are the following: verbials used for describing acts of being silent, which reveal that silence is an integral part of linguistic interaction; verbials used for describing acts of lying, which shed light on the problem of truth in language and on the many ways in which the truth can be deviated from; verbials focusing on linguistic acts of directing other people's behavior, furthering our insight into an important area of illocutionary force; and finally, the domain of conversational routines for which neither English nor Dutch provides us with a descriptive verbial (i.e. the 'forgotten' routines).

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